

As non-French speaking administrators explore the elements of a CEFR-inspired classroom, they quickly realize that the key characteristics of effective second language instruction are relevant to the effective instruction of any subject and discipline. These elements focus on metacognition; assessment for, as, and of learning; differentiation; oracy; and inquiry-based learning. They describe how students are encouraged to own their learning by reflecting on their progression towards established learning goals. Teachers utilize student and class profiles when determining activities that are relevant and engaging, and which encourage students to use the target language to accomplish the defined task. All of these elements reflect a positive learning environment not only in a FSL classroom, but in any classroom setting regardless of the language of instruction.

WHAT'S MY ROLE?

The strategies and terminology that educators are utilizing in French instruction that is preparing students to do more than conjugate verbs and regurgitate memorized phrases echoes the same approaches and lexicon used when discussing quality literacy instruction such as inquiry, metacognition, and purposeful talk. The principles of Universal Design for Learning (UDL) are evident in the lesson design: Multiple means of Engagement; Multiple means of Representation; Multiple means of Action & Expression. When student voice, choice, and agency are valued, and the student is an active participant in the learning as described in [Universal Design for Learning](#) learners are supported in becoming purposeful and motivated, resourceful and knowledgeable, and strategic and goal-directed in their French-language learning.

As a result, school administrators do not need to change the strategies and language used to engage in meaningful discussions with FSL educators about quality instruction and CEFR-inspired classrooms. The elements of this approach represent sound teaching practice in any language.

Principals can support students' learning in FSL by promoting the value of learning French. They can foster an atmosphere of collegiality among all staff members and include FSL teachers / educators in school improvement and equity planning, and in professional learning communities concerning student learning and the use of evidence-based strategies.

The Ontario Curriculum, Grades 9 to 12: French as a Second Language – Core, Extended, and Immersion French, 2014 (revised), p. 14.

When it comes to supporting educators as they learn and work to improve student achievement, nothing a principal does has a bigger payoff than learning visibly and publicly alongside staff in a school.

Katz & Dack (2013), [Intentional Interruption: Breaking down learning barriers to transform professional practice](#), p. 46.



One article to read, one quote to consider, one link to click...

1. [Ideas Into Action for School and System Leaders: Engaging in Courageous Conversations](#) (Winter 2013-14). This document focuses on one of the five Core Leadership Capacities derived from Ontario's Leadership Framework. It contains many practical suggestions for school administrators to engage in conversations that focus on student learning. [Engaging in Courageous Conversations](#)
2. "Principals have a lot of demands for their time and attention that aren't central to teaching and learning – but teachers say the more time they spend outside of their office and interacting with teachers and students, the easier it is to create an atmosphere of trust." [4 things principals can do to build relationships](#)
3. "Dare to Unmute FSL Series" – Module 1 – Reflecting on Identity, CRP and Intercultural Awareness. Question for Reflection: How do teachers provide instruction that takes into account their own and students' identities, lived experiences, and abilities? [OMLTA Dare to Unmute FSL](#)